DOCUMENT RESUME

ED 422 080 PS 026 724

TITLE	Nebraska Framework for Early Childhood Professional Development: A Resource for Individuals, Professional Organizations, Agencies, Institutions, Policymakers, and Communities to: Expand Training Delivery, Support Standards, Increase Collaboration, Maximize Funding, Improve Public Relations.
INSTITUTION	Nebraska State Dept. of Education, Lincoln.
PUB DATE	1998-01-00
NOTE	46p.
PUB TYPE	Reports - General (140)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Child Caregivers; *Early Childhood Education; Educational Development; Educational Planning; Educational Policy; *Preschool Teachers; *Professional Development; *Teacher Education
IDENTIFIERS	Nebraska

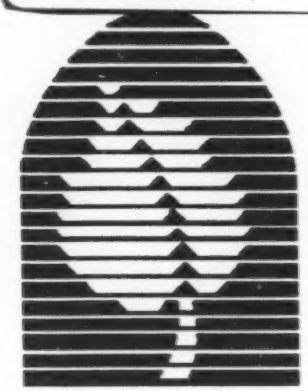
ABSTRACT

This publication presents a framework for early childhood professional development that attempts to build an effective, coordinated system to prepare, support, and recognize the early childhood care and education workforce in Nebraska, so that practitioners can provide high quality programs for young children and their families. The framework is organized around five priority actions: expand training delivery, support standards, increase collaboration, maximize funding, and improve public relations. Key factors for building an effective system of professional development across a wide continuum of formal and informal training programs are identified and described. Nearly 100 suggestions provide ideas for ways to contribute to a cohesive system that responds to the needs of Nebraska's early childhood care and education workforce. The framework is a voluntary working guide for individuals, professional organizations, agencies, institutions, policymakers, and communities to use in planning, delivering, and supporting training and professional growth activities for the early childhood workforce. The framework was developed to promote understanding of professional development; provide a resource to inform and guide decision makers in planning, delivering, supporting, and recognize professional growth activities; and serve as a guide for local, regional, and state training projects in planning, collecting, and coordinating information about professional development activities. (JPB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 422 080



Nebraska Framework *for* Early Childhood Professional Development

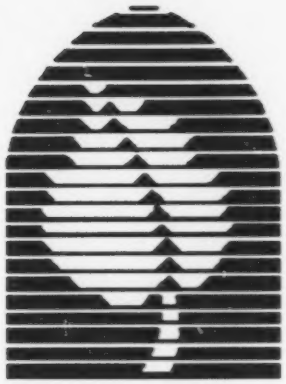
A resource for individuals, professional organizations, agencies, institutions, policymakers, and communities to:

- *Expand training delivery*
- *Support standards*
- *Increase collaboration*
- *Maximize funding*
- *Improve public relations*

PS 026124

January 1998

Developed by representatives from Nebraska's early childhood care and education workforce and providers of professional development to build a system to prepare, support, and recognize the early childhood workforce



Nebraska Framework *for* Early Childhood Professional Development

A resource for individuals, professional organizations, agencies, institutions, policymakers, and communities to:

- *Expand training delivery*
- *Support standards*
- *Increase collaboration*
- *Maximize funding*
- *Improve public relations*

January 1998

Developed by representatives from Nebraska's early childhood care and education workforce and providers of professional development to build a system to prepare, support, and recognize the early childhood workforce

Contents

Endorsements 5

Executive Summary 7

Terms 8

What is the *Nebraska Framework*? 11

Why does the *Nebraska Framework* link care and education? 12

How was the *Nebraska Framework* developed? 12

Using the *Nebraska Framework* 15

Building an Early Childhood Professional Development System 17

Priority Actions, Key Factors, and Suggestions 19

- Expand Training Delivery 19
- Support Standards 23
- Increase Collaboration 27
- Maximize Funding 29
- Improve Public Relations 31

Planning and Reporting 35

Attachments

Endorsements

Special thanks go to the Framework Support Team members, the Professional Development Advisory Subcommittee of Child Care and Early Childhood Education Coordinating Committee, and all others who have been involved in Work Groups, Writing Teams, Action Teams and Working Conferences for the development of this document. Their leadership and commitment has generated strong, broad-based support for the *Nebraska Framework for Early Childhood Professional Development*.

The *Framework* is endorsed by the following state-level groups concerned with the quality of early childhood care and education for the children of Nebraska.

- Association of Nebraska Community Action Agencies
- Early Childhood Education Faculty of Nebraska Community Colleges
- Early Childhood Training Center
- Family Resource Center Coalition of Nebraska
- Nebraska Association for the Education of Young Children
- Nebraska Association of Elementary School Principals
- Nebraska Department of Education
- Nebraska Department of Health and Human Services
- Nebraska Family Child Care Association
- Nebraska Good Beginnings
- Nebraska Head Start Association
- Nebraska Head Start–State Collaboration Project
- Nebraska Interagency Coordinating Council
- University of Nebraska Cooperative Extension

For comments & more information

For more information about becoming involved in this effort to support professional development, please contact:

Marcia Corr
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509

Telephone:
402-471-0951
Fax:
402-471-0117
E-Mail:
marcia_c@nde4.nde.state.ne.us

Executive Summary

Mission Statement

The *Nebraska Framework for Early Childhood Professional Development* strives to build an effective, coordinated system to prepare, support, and recognize the early childhood care and education workforce in order to provide high quality programs for young children and their families.

Purpose

The *Nebraska Framework* is a voluntary, working guide for individuals, professional organizations, agencies, institutions, policymakers, and communities to use in planning, delivering, and supporting training and professional growth activities for the early childhood workforce. The *Framework* was developed to:

- Promote understanding of the "big picture" of professional development needs across the early childhood care and education field in Nebraska;
- Provide a resource to inform and guide decision makers in planning, delivering, supporting, and recognizing professional growth activities;
- Serve as a guide for local, regional, and state training projects in planning, collecting, and coordinating information about professional development activities; and
- Identify a common language and shared vision to unify the field of early childhood care and education.

The *Framework*, developed by and for the early childhood field in Nebraska, is organized around five **Priority Actions**. **Key Factors** for building an effective system of professional development across a wide continuum of formal and informal training programs are identified and described. The *Framework* calls for shared commitment among individuals and groups to voluntarily use it as a tool for planning, delivering, and supporting training. Nearly 100 **Suggestions** provide ideas for ways to contribute to a cohesive system that responds to the needs of Nebraska's early childhood care and education workforce.

Priority Actions

	EXPAND TRAINING DELIVERY	SUPPORT STANDARDS	INCREASE COLLABORATION	MAXIMIZE FUNDING	IMPROVE PUBLIC RELATIONS
KEY FACTORS	• Motivation • Accessibility • Variety • Effectiveness • Support for trainers • Leadership development	• Knowledge base • Credentialing • Articulation • Accreditation	• Collaborative training • Collaborative systems	• Efficient and effective use of resources • Community, business and education support	• Access to information • Advocacy • Public recognition • Community partnerships

Terms

The terms used within the diverse field of early childhood care and education often cause confusion and misunderstanding. Because it is important to have a common understanding of terms in order to work together across programs and settings, the terms used in this document are presented at the beginning.

Accreditation
Approval or recognition granted to programs for meeting standards identified by an accrediting authority such as the National Association for the Education of Young Children and the National Association for Family Child Care.

Best Practices
Practices in early childhood programs based on knowledge and research to promote optimum development and learning for young children in cooperation with their families; characterized as **family centered, high quality, comprehensive, inclusive, coordinated, and equitable** (see *Attachments* for a more detailed description).

Child Development Associate (CDA)
A credential granted by the Council for Early Childhood Professional Recognition, based on standards that require documentation of training and experiences in child development and early childhood education.

Collaboration
A process in which people from different agencies or groups join together to work toward a common goal, resulting in a highly shared effort with members eventually committing themselves as much to the common goal as to the interests of participating agencies.

Competence
The range of specific skills, knowledge, and abilities needed to meet program standards.

Continuing Education Unit (CEU)
A single unit granted for 10 contact hours of participation in professional development activities, such as workshops, inservice, conferences, or other various training formats. CEUs are given to provide a permanent record of an individual's noncredit experiences. For example, CDA Credential Renewal requires 4.5 CEUs (or a 3-credit hour [semester] college course).

Credentialing
A process of providing formal recognition of different levels of professional growth toward established standards that qualify persons for a credential, such as a Child Development Associate (CDA) credential granted by the National Council for Early Childhood Professional Recognition.

Credit and Noncredit
Units to recognize formal course work taken through colleges or universities. Credit courses give a set number of hours or "credits" for the course that may then be applied toward an educational program for degree completion. Noncredit courses do not give any credits to apply toward an educational program.

Criteria
Standards to determine competence or demonstration of skills needed to do a specified job.

Curriculum
The experiences within the program; includes planned activities, spontaneous activities, interactions, and the environment.

Diversity
Recognizing and valuing differences; includes the belief that each family has its own structure, roles, values, beliefs, and coping styles. Respect for and acceptance of this diversity is a cornerstone of high quality, family-centered programs.

Early Childhood Care and Education
Provision of purposeful experiences public or private, aimed at guiding the physical, emotional, intellectual, and social development of young children, from birth through 8 years of age, or to age 12 for children in before- and after-school care.

Early Childhood Professional
A person who has knowledge and training in child development who works in a position of caring for and teaching young children. It refers to personnel in a broad spectrum of early childhood care and education settings, whether called teachers, caregivers, or providers in home-, center-, and school-based programs.

Early Intervention (Part C, formerly Part H)
Refers to services for infants and toddlers with disabilities and their families in accordance with federal guidelines.

Family Centered
Regard for families as the center of services and equal partners in designing, making changes, and implementing programs for their children.

Inclusion
The practice in which all children, with a range of abilities and disabilities, participate together and are regarded as equal members of the learning community.

Licensure
The process of granting formal permission to conduct an early childhood program based on meeting licensing standards.

Prekindergarten
From birth through kindergarten entrance age, which in Nebraska is age 5 by October 15.

Primary
Programs for children 5–8 years of age in kindergarten through third grade or in combination multi-age class groupings.

Professional Development
The continued learning growth of persons in the field of early childhood care and education.

Quality
Meeting high standards of *Best Practices* which provide individually, culturally, and developmentally appropriate programs for young children and their families.

School Age Care
Child care services for school-age children, from kindergarten age through age 12.

Setting
The environment in which the early childhood care and education program occurs, such as home, center, or school.

Training
Planned events and activities that provide opportunity for professional growth and learning.

Training Delivery
The ways in which training or professional development activities are provided, including training formats, locations, time schedules, topics or content, and the trainers or leaders.

Training Formats
The ways training is organized or conducted, such as independent study, workshops, study teams, consultations, mentoring, and classes-for-credit.

Nebraska Framework for Early Childhood Professional Development

What is the *Nebraska Framework?*

The *Nebraska Framework for Early Childhood Professional Development* is a voluntary guide for individuals, professional organizations, agencies, institutions, policymakers, and communities to use in planning, delivering, and supporting training and professional growth activities for the early childhood workforce. It is designed to help develop an effective, accessible, and affordable system that will support and recognize the skills and knowledge needed by this workforce to provide high quality programs and services for young children and their families.

The *Nebraska Framework* calls for improving conditions for training and professional development for people who work with young children in the state. It represents the widely varying needs of the early childhood care and education workforce across preparations and levels of education, ages of children served, and types of settings. As the early childhood professionals and families join in partnerships to provide the best possible experiences for young children, it is essential that practices are based on knowledge and understanding about how children grow and learn.

Mission Statement

The Nebraska Framework for Early Childhood Professional Development strives to build an effective, coordinated system to prepare, support, and recognize the early childhood care and education workforce in order to provide high quality programs for young children and their families.

Opportunities for gaining the necessary knowledge and skills must be offered in well-developed, accessible training activities and programs. Representatives from the early childhood care and education workforce have joined with agencies and institutions that offer training and professional development to design a framework for organizing training efforts in ways that allow flexibility to meet individual needs while building a more coordinated and cohesive system.

The *Nebraska Framework* is needed because much of the training offered to the early childhood care and education workforce is not organized or given credit, and often it is very difficult for people to have their experience and training acknowledged as they move from one job to another or into a college or university program. Additionally, the type of training teachers/caregivers want and need is often not available at times or locations that fit their work and family schedules.

This effort to promote professional development is supported by respected research that demonstrates the relationship between the level of training of staff in early childhood settings and positive outcomes for children in those settings. The importance of a well-prepared workforce has been acknowledged by Nebraska legislation in passage of the Quality Child Care Act (1991), the establishment of the Early Childhood Training Center in the Early Childhood Act (1990), and the continuing interest and support of the state agencies.

Why does the *Nebraska Framework* link care and education?

It is important for all who work with young children to understand how they share the vision of wanting to do their best to help children grow and learn, regardless of their settings or educational backgrounds. *Early childhood care and education* is a term commonly used within the field to represent child care and early childhood education as inseparable.

Young children need care and are continuously learning no matter where they are. *Care* happens in all educational settings, and *education* happens in all child care settings. The quality of that care and education is dependent on those who nurture and provide experiences for the children entrusted to them. As parents, schools, and communities share in the everyday world of children, they all contribute to the care and education of those children.

The early childhood care and education workforce must be prepared to carry out its work within the context of understanding the integrated nature of care and education. The workforce includes all personnel—whether called teachers, caregivers, or providers in home-, center- and school-based programs—who care for and teach young children. Within the *Nebraska Framework*, the term *early childhood care and education professional* represents personnel in the broad spectrum of early childhood care and education settings.

This *Framework* strives toward a shared vision for preparing the early childhood care and education workforce to implement best practices for young children and their families. Assumptions about *Best Practices in Early Childhood Care and Education* are based on providing children with programs characterized as family centered, high quality, comprehensive, inclusive, coordinated, and equitable (see *Attachments*).

How was the *Nebraska Framework* developed?

Call to action

In a 1994 working conference, *Preparing the Early Care and Education Workforce: Needs • Issues • Actions*, representatives from various staff development agencies and professional preparation institutions joined with practitioners from home-, center-, and school-based programs to collaborate in addressing training and professional development needs across Nebraska. The resulting report and recommendations included a call to action that was distributed and used for consideration by a number of groups making decisions that impacted the early childhood field. This was just a beginning; practitioners and providers of training called for more concrete ways to stimulate and support action.

The first working conference was sponsored by the Professional Development Advisory Subcommittee of the Child Care and Early Childhood Education Coordinating Committee and the Department of Education in collaboration with the Early Childhood Training Center, Nebraska Department of Social Services (now Department of Health and Human Services), and Nebraska Head Start–State Collaboration Project. These groups made a commitment to provide continued support for an ongoing effort to improve professional development for the early childhood care and education workforce.

Commitment fostered an emerging process

Additional work sessions with representatives from the early childhood field built on the initial work to identify specific actions needed to address professional development issues. Throughout 1995–1996, drafts containing hundreds of the ideas generated were circulated for feedback. A large group was reconvened to revisit and come to consensus on the priorities and ideas to be included in the *Framework*. Writing teams worked to clarify group recommendations in each of the five priority areas and assist in document preparation for presentation to various groups.

Those working together in this ongoing effort to improve training and professional development opportunities included representatives from:

- Two- and four-year teacher education programs (elementary, early childhood, special education)
- Early Childhood Regional Training Projects
- Head Start
- Full-day and part-day early childhood programs
  - Family child care homes
  - Preschools
  - Child care centers
  - Early childhood special education programs
- University of Nebraska Cooperative Extension
- Professional organizations
- Educational service units
- Public and nonpublic schools
- Before-school and after-school school care programs
- Early Intervention Planning Regions
- Nebraska Legislature
- Early Childhood Training Center
- Various state and nonprofit agencies

Obtaining additional feedback

An action team (later expanded and renamed the Framework Support Team) was established to assist in disseminating the *Nebraska Framework* for additional feedback to ensure that it would represent what early childhood professionals want and need. Through mailings, conference sessions, and meetings with committees and organizations of professionals, response forms were used to identify gaps, solicit suggestions, and clarify intent. To collaborate in planning the next steps, the Framework Support Team was expanded to have official representation from the Nebraska Association for the Education of Young Children, Nebraska Family Child Care Association, Nebraska Head Start Association, and the Nebraska Interagency Coordinating Council.

A voluntary working guide

The *Nebraska Framework* truly belongs to the people in Nebraska's early childhood care and education field, and as such, is an ongoing process. This edition, the most current of a series of drafts revised to reflect additional feedback gathered at various intervals, is designed as a voluntary working guide for making decisions related to training.

With assurance that the *Nebraska Framework* provides broad representation of the field, it serves as a reference for building an effective, coordinated system to meet the professional development needs of Nebraska's early childhood workforce. It is a tool that provides key factors to consider in planning, delivering, and seeking support for training. It provides a basis for gathering information about professional development activities across the state.

Annual work sessions will bring people together to exchange ideas, discuss activities, identify changing needs, and assess progress in establishing the key elements for a system of professional development that prepares, supports, and recognizes the early childhood workforce.

State level support

The Framework Support Team, comprised of representatives from the state level organizations and agencies, assists in the ongoing coordination of activities and information related to this effort and works closely with the Professional Development Subcommittee of the Child Care and Early Childhood Education Coordinating Committee. Technical assistance is provided by the Department of Education and the Early Childhood Training Center, in cooperation with the Department of Health and Human Services.

Using the *Nebraska Framework*

How can the *Nebraska Framework* be used for planning?

The purpose of the *Nebraska Framework* is to provide a working guide for individuals, groups, and programs to use in building a professional development system that supports early childhood professionals in all types of programs and settings. It is important to keep in mind that using the *Framework* is voluntary and intended to serve as a tool that addresses key factors to consider in planning, delivering, and supporting training and professional development activities.

The *Nebraska Framework* can be approached in two ways:

1. As a whole system to develop comprehensive planning, or
2. In selected pieces to plan training and activities that address specific *Priority Actions*, *Key Factors*, or *Suggestions*.

As individuals and groups review the document, they likely will be more interested or better able to respond to some areas than to others. Whichever approach is used, reviewing the entire document before using it provides an overall sense of how each piece contributes to building a system for early childhood professional development.

The *Nebraska Framework* calls upon those who offer training and professional development activities to look at what they are doing, work with others who are also delivering training, and coordinate their efforts to best support the early childhood care and education workforce.

The *Nebraska Framework* can be used by professionals who work directly with young children and their families to support their requests for training that meets their individual needs regarding how, when, or what training is delivered; how training is recognized in counting toward credentials or credits, and in addressing other professional development issues. It is important to let those who provide training know what is wanted and needed to support day-to-day work and to provide ongoing professional growth in meaningful ways.

The *Nebraska Framework* can be used as a resource for state agency staff and state legislators as they make policy and funding decisions that address issues impacting the field of early childhood. State agencies and the legislature have a responsibility to respond to what the early childhood workforce and trainers in Nebraska identify in the document.

The *Nebraska Framework* provides criteria and a format for collecting information about who is doing what to address professional development needs within regions and across the state. Access to this information can create new opportunities for individuals and groups to network and collaborate with others. Gathering information over time can produce a record of progress toward achieving a system that meets the needs of the early childhood field in Nebraska.

To assist in planning and reporting activities when using the *Framework*, forms organized according to *Priority Actions*, *Key Factors*, and *Suggestions* are included in the attachments. Using the forms will help to identify how activities contribute to building a system for professional development.

How can the *Nebraska Framework* help build a system for professional development?

The *Nebraska Framework* provides a common lens for viewing and planning professional development. As individuals and groups across the state consider and respond to the *Priority Actions* identified by the early childhood field, the impact will result in a growing system of support. As *Key Factors* are addressed and *Suggestions* are taken, the results will connect to a system. Responsive actions to any of the pieces will contribute to a coordinated professional development system.

In order to coordinate the pieces within a unified whole, the Framework Support Team will assist in determining ways to offer technical assistance in using the *Nebraska Framework*, ways to gather information from individuals and groups about their activities and efforts which are responsive to the *Framework*, and ways to share information to assist groups in networking with others interested in similar activities. Using the *Nebraska Framework* as a format for collecting information about activities and efforts across the state from 1998–2002 will provide an ongoing measure of progress toward the creation of an effective professional development system for the early childhood care and education workforce in Nebraska.

How can you benefit from a system built on the *Nebraska Framework*?

- **If you are an early childhood professional** working directly with children and families, whether a teacher/caregiver in a preschool, child care center, kindergarten/primary program, or family child care home, the *Framework* can help you by promoting the development, organization, and delivery of training you want and need in striving to do your best in providing a high quality program. A coordinated professional development system can also help you to track your training experience and use it toward credentialing, certification, or degree programs.
- **If you provide opportunities for training or professional development**, public or private, through a school, agency, program, or organization, the *Nebraska Framework* can give you guidance about course or training content, who you might work with in its development, and ways to coordinate the recognition of your training so that your participants gain the greatest benefits.
- **If you are part of a state or local program or agency** that supports and monitors some aspect of the early childhood field, the *Nebraska Framework* can help you in developing activities and strategies that contribute to a system that promotes professional development and program quality.

- **If you are a board member, legislator, parent, business or community leader,** the *Nebraska Framework* can illuminate the "big picture" of what is needed to professionally support and develop the early childhood care and education professional as you make decisions that can improve the quality of early childhood programs.

Building an Early Childhood Professional Development System

The *Framework for Early Childhood Professional Development* is organized around five priorities identified by the early childhood field as actions needed to build an effective system of support for professional development in Nebraska.

Priority Actions call for the need to:

- Expand training delivery
- Support standards
- Increase collaboration
- Maximize funding
- Improve public relations

Key Factors are the essential elements that must be in place, in most cases increased or strengthened, for creating the level of support that early childhood professionals want and need. They are important points to consider when making decisions about ways to deliver training, how to be accountable for content and experiences, who might work together, what resources might be shared, and how to increase public support for professional development.

Suggestions provide ideas for specific actions or strategies that would contribute to strengthening the *Key Factors*. They provide a resource for individuals and groups in developing plans to carry out suggested actions or to address key factors in other ways.

Priority Actions

	EXPAND TRAINING DELIVERY	SUPPORT STANDARDS	INCREASE COLLABORATION	MAXIMIZE FUNDING	IMPROVE PUBLIC RELATIONS
KEY FACTORS	• Motivation • Accessibility • Variety • Effectiveness • Support for trainers • Leadership development	• Knowledge base • Credentialing • Articulation • Accreditation	• Collaborative training • Collaborative systems	• Efficient and effective use of resources • Community, business and education support	• Access to information • Advocacy • Public recognition • Community partnerships

Priority Actions, Key Factors, and Suggestions

Priority Action 1: Expand training delivery

PRIORITY ACTION 1

Expand training delivery

In order to achieve standards of high quality in providing programs and services for young children and their families, opportunities for training and professional development must be delivered in ways that meet the needs of early childhood care and education professionals. Training delivery models must recognize that early childhood professionals want and need a variety of delivery formats that:

1. Meet personal, professional, and program needs and interests;
2. Provide opportunities that are accessible within geographic locations;
3. Are available at times compatible with work, personal, and family schedules;
4. Satisfy individual learning styles.

KEY FACTOR

Motivation

To support and motivate ongoing professional development, training delivery models must have a system for recognizing and articulating credit for prior training and experience, and must provide opportunities for evaluation of training to give continuous feedback about its relevance and importance.

Training activities and support networks that meet individual, professional, and program needs provide encouragement for early childhood professionals to seek ongoing professional development.

SUGGESTIONS

1. Develop support networks of early childhood professionals, in partnership with parents and community representatives, to organize and participate in training opportunities.
   A. Identify, develop, and encourage participation in professional groups, such as child care provider support groups, NAEYC and NAFCC organizations, parent groups, and administrator groups.
   B. Identify strengths of individuals and develop ways to facilitate peer-to-peer sharing or mentoring to promote motivation and professionalism.
2. Identify the needs of potential participants in training and deliver training in ways that are accessible, affordable, timely, and offered in a variety of formats.
3. Increase public relations efforts to promote the importance of training of early childhood personnel as a motivator for participation.

4. Identify scholarship resources for training to provide incentives and support for participation.
5. Assist individuals in developing personal career plans to promote and support setting and achieving goals.

KEY FACTOR

Accessibility

Training information, activities, and support must be available at times, locations, and in formats that are accessible to individuals and groups in all types of early childhood programs and settings.

SUGGESTIONS

1. Develop an accessible statewide system to support the coordination of planning, scheduling, and delivering training.
   A. Establish regional planning and coordination of training which is communicated to a central source and networked with community-based resources.
   B. Use a variety of ways such as web sites, public access, distance learning, internet, and print to convey information about training.
   C. Identify a central source of information by the use of an 800 telephone number, such as the existing 1-800-89CHILD line.
   D. Develop a clearinghouse of information for and about trainers.
2. Collect and disseminate information about developing support groups or networks, including information identifying resources and people to contact for assistance to establish groups that are accessible within various areas.
3. Create a staff development structure that facilitates and promotes a variety of training formats, including independent learning, to increase the number of accessible options that are accepted in counting toward professional growth.
4. Develop partnerships with colleges and other training institutions to establish scholarships and other ways to provide for low-cost access to courses, seminars, and other training opportunities.
5. Increase the accessibility of professional development opportunities by training local early childhood teams to become trainers to deliver training in their local communities.
6. Collaborate with businesses to develop ways to access technology for increasing the accessibility and availability of information and training.
7. Collaborate within local areas to identify, train, and/or provide a technology support person to assist with inservice and ongoing technology needs for the area.
8. Collaborate to identify existing and potential funding and resources to stabilize the support for training to ensure available, affordable, and accessible training on an ongoing basis.

KEY FACTOR
Variety

A variety of topics, information, and materials delivered in a variety of formats at various levels of awareness, application, and refinement must be available in order to offer meaningful choices and meet the wide range of individual and program needs of early childhood professionals.

SUGGESTIONS

1. Establish professional development guidelines that recognize a variety of professional development activities and training, and at the same time, maintain assurance that training builds on a sound knowledge base and is culturally fair.
2. Develop a variety of training formats with related materials.
   A. Work with current trainers, networks, and training programs to develop a menu of existing training formats and opportunities.
   B. Consult with programs to gain information that helps to identify the training formats that would best meet staff and program needs.
3. Provide information and training about learning styles to assist trainers in understanding how to deliver training that meets the various learning needs of participants.
   A. Identify and make available various inventories of personal "styles," such as Meyers-Briggs, Gardner's Multiple Intelligences, 4MAT.
   B. Provide information in multiple ways, such as workshops, conferences, independent study, consultation, mentoring, study teams, modules, videos, video conferencing, short-term and long-term courses of study.

KEY FACTOR
Effectiveness

Evaluation of training to assess its effectiveness in meeting the needs of participants and its impact on practices is important for planning and developing training.

SUGGESTIONS

1. Provide trainers with information and examples of ways to gather meaningful feedback from participants.
2. Conduct and maintain ongoing needs assessment across the early childhood care and education field (such as providers, trainers, parents, children) within the state.
3. Identify or develop various ways to evaluate the impact of training on the knowledge and day-to-day practices of participants.
4. Develop ways to provide follow-up support to training participants to increase the effectiveness of training.
5. Develop a system, perhaps an interactive computer system, to identify interests, preferences, and needs for training and early childhood information to plan for effectiveness and/or to collect information about practices or feedback on effectiveness of training.

KEY FACTOR

Support for trainers

Trainers of early childhood care and education professionals need opportunities, incentives, and support to continually develop their knowledge base and delivery skills to sustain high quality training for the field.

SUGGESTIONS

1. Develop and deliver train-the-trainer activities that provide a strong research-based rationale for practices that promote optimum learning for young children and develop trainers' skills in working with adult learners.
2. Establish a trainers/speakers clearinghouse as a resource for information about trainers and to facilitate contacts for trainers.
3. Provide training to develop understanding and fair practices with respect to culture, gender, and language.
4. Increase the pool of trainers to include representatives of diverse ethnic and cultural groups.
5. Develop networks with businesses to promote support for early childhood training efforts and activities.
6. Develop opportunities for trainers to network with one another to share information, ideas, and resources.
7. Establish funds for honoraria for trainers and/or for substitutes needed in their programs when they conduct training.

KEY FACTOR

Leadership development

The leadership capacity of early childhood care and education professionals, including trainers, can be developed through opportunities for training and experiences that enhance their skills, knowledge, and self-confidence to serve as leaders for the field.

SUGGESTIONS

1. Provide information and experiences that foster leadership skills as part of training and other professional development opportunities at all levels.
2. Establish mentorship relationships within and across programs to provide support and develop leadership skills.
3. Provide opportunities for development of advocacy skills.
4. Promote interest and provide opportunities within professional organizations for the development of leadership skills.

Priority Action 2: Support standards

PRIORITY ACTION 2

Support standards

The content in training and professional development activities must be built on an informed and continuously updated base of knowledge in child development and developmentally appropriate practice in order to prepare and support early childhood professionals for providing high quality programs for young children and their families. Standards serve as a guide to assure that specific criteria related to knowledge and skills have been met.

Standards are needed so that early childhood professionals across diverse roles, programs, and settings have a system that not only prepares them for and supports their work, but also recognizes their knowledge and skills in relation to criteria for various programs of ongoing education and professional growth. To build an effective professional development system, programs and institutions that set standards for teacher education preparation and early childhood education content need to define and organize standards in ways that support best practices for family-centered, high quality, comprehensive, inclusive, equitable, coordinated programs.

Professionals in early childhood care and education need to be able to take classes, workshops, and other training knowing that such offerings are founded on solid practice, recognized by state licensing requirements, and have potential for counting toward continuing education units, college or university credits, and/or credentials. Early childhood care and education professionals need to be knowledgeable about program accreditation and Head Start standards to recognize practices in high quality programs. Standards that recognize credentials as a component of program quality provide incentives for ongoing professional development.

KEY FACTOR

Knowledge base

Training and experiences that build on a knowledge base of child development, learning, curriculum, family and community relationships, assessment and evaluation, health and nutrition, and professionalism provide a foundation and continuum for professional growth that promises positive impact on practices.

SUGGESTIONS

1. Clarify and compile a core knowledge base, using research-based resources, including *Guidelines for Preparation of Early Childhood Professionals: NAEYC Position Statement 1995* (National Association for the Education of Young Children).
2. Design training and courses to address the urgent need to prepare teachers/caregivers to meet the needs of children with a wide range of abilities and disabilities in inclusive settings.
3. Create a system that identifies, develops, and recognizes progressive levels of professional growth, such as a career ladder/lattice/plan.

4. Identify and coordinate knowledge base areas within training delivery to promote participant awareness, application, and refinement of those knowledge bases.
5. Develop common, consistent language and terminology within the early childhood field to clarify meaning, create better understanding, and unify staff across all types of programs and settings that provide services for young children and their families.
6. Use recognized standards as a resource for demonstrating how to put knowledge into practice and to learn to assess program quality, such as National Association for the Education of Young Children (NAEYC) and National Association for Family Child Care (NAFCC) program accreditation guidelines, Head Start Performance Standards, National Association of Elementary Principals (NAESP) Early Childhood Education Standards, and Nebraska's *Indicators of Quality: Guiding the Development and Improvement of Early Childhood Programs, Second Edition* (Nebraska Department of Education, 1996).

KEY FACTOR
Credentialing

Identifying and supporting credentials based on standards of knowledge, skills, and experiences increases recognition of early childhood care and education professionals and enhances the quality of programs serving young children and their families.

SUGGESTIONS

1. Identify and promote information about credentialing agencies and requirements for each agency, such as Child Development Associate (CDA) Credential and Department of Education teacher certification and endorsement.
2. Develop standard criteria recognized statewide as desired qualifications for specific positions of responsibility such as teacher, teacher assistant, and director to encourage early childhood care and education professionals to work for credentials.
3. Identify and/or establish ways for granting continuing education units (CEUs) to document early childhood professional development activities.

KEY FACTOR
Articulation

Recognizing a progressive level of growth among credit and noncredit programs on a continuum of preparation that reflects the individual's total educational background and competencies promotes professional development and ensures access to the profession.

SUGGESTIONS

1. Identify all institutions and agencies that offer related training and professional preparation, and establish a forum for addressing articulation issues.

2. Establish core competencies based on the identified knowledge base to be recognized across institutions and agencies.
3. Develop coordination and collaboration agreements among noncredit and credit institutions and programs to establish an articulation framework that facilitates transfer of credit among a variety of preparation and delivery systems, such as conferences, higher education, the Early Childhood Training Center, teleconferencing, and distance learning.

KEY FACTOR

Accreditation

Promoting accreditation and/or national program approval provides incentive and recognition for high quality programs in all types of early childhood care and education settings.

SUGGESTIONS

1. Include information in training sessions to identify and promote accreditation processes for early childhood programs in center- and home-based settings, preschools, and schools, such as accreditation by the National Association for the Education of Young Children (NAEYC), the National Association for Family Child Care (NAFFC), and the Nebraska School Improvement Plan.
2. Include information about Head Start Performance Standards in training sessions for early childhood staff in all types of settings to increase understanding and recognition of the Head Start program approval process.
3. Conduct public awareness activities to recognize the characteristics and benefits of high quality of NAEYC- and NAFFC-accredited programs and Head Start programs.
4. Develop ways to provide financial assistance to programs seeking accreditation to make the process more affordable and accessible.

Priority Action 3: Increase collaboration

PRIORITY ACTION 3

Increase Collaboration

The lives of young children and families are affected by many people within a variety of programs, ranging from full- or part-day programs in homes, centers, schools, and special education services to health and human services at local or state levels. Bringing professionals from various programs together and including parents in collaborative training activities helps broaden perspectives and integrate the knowledge base and understanding of best practices for optimum growth and learning for young children in partnership with their families.

In addition, collaboration is essential to pool resources so that the professional development needs of early childhood personnel can be met. Collaboration to develop and coordinate training and other professional development activities can help close gaps, reduce overlaps, and meet the diverse needs of individuals, groups, and programs.

All too often, early childhood professionals find that boundaries, funding sources, rules and regulations, time constraints, issues of control, and other restrictions create barriers to collaboration. Systems must have enough flexibility to address and overcome these barriers in order to form partnerships in reaching shared goals in serving young children and their families.

KEY FACTOR

Collaborative training

Coordinating training information, resources, and networks across agencies and making them available to parents and early childhood professionals from home-, center-, and school-based programs promotes cooperation, accessibility, and efficiency within the field.

SUGGESTIONS

1. Collect and disseminate information about programs, agencies, organizations, and other groups that offer early childhood-related training and resources to increase awareness of potential contacts for coordination and collaboration in training.
2. Develop and disseminate information about the benefits of collaborative training, including the benefits for participants and improved efficiency in using resources.
3. Identify or develop incentives that promote and support the coordination and collaboration of training.
4. Facilitate meetings with representatives from groups that provide training to share ideas and develop ways to network information and collaborate in training.
5. Develop and coordinate a plan for voluntary use of a uniform format by providers of training to identify a variety of training levels and topics to facilitate coordination of information.
   A. Identify and use a uniform training calendar to facilitate sharing of information about training.

B. Develop and use a process for gathering and disseminating the training calendar information.

6. Coordinate a variety of training delivery models and activities and make them available to early childhood professionals across programs and settings.

   A. Promote the availability and use of technology across agencies, programs, parent groups, and communities.

KEY FACTOR

Collaborative systems

Collaboration among systems that guide programs and services which provide training relevant for early childhood care and education professionals increases efficiency and facilitates comprehensive planning and delivery of training.

SUGGESTIONS

1. Establish a process to facilitate collaboration across entities that provide training and professional development opportunities.

   A. Identify barriers to collaboration and strategies for problem-solving solutions to support collaboration.

   B. Identify examples and descriptions of successful collaboration efforts and projects.

   C. Identify examples and descriptions of successful techniques, incentives, and resources to promote and support collaboration across entities.

   D. Provide support and technical assistance for beginning, ongoing, and expanded collaboration.

2. Establish a system for creating several centralized locations for early childhood professionals and families to obtain training information and resources.

   A. Identify possible service areas/regions to provide centralized locations for training information and facilities within the areas that have physical and technological accessibility to support coordination and collaboration of training information and resources.

   B. Provide support and technical assistance for beginning, ongoing, and expanded collaboration among the entities within the centralized locations.

Priority Action 4: Maximize funding

PRIORITY ACTION 4

Maximize funding

Limited resources in early childhood care and education programs make it difficult to support professional development activities at a priority level to achieve the desired quality for optimum growth and learning for young children. The early childhood field must seek and utilize existing resources that have potential benefit to early childhood professional development. Efforts to resolve funding issues must:

1. Plan and coordinate efficient and effective use of resources based on a systematic, statewide assessment to identify overlaps, gaps, and needs.
2. Reach out to communities to ask for financial and/or inkind support that will increase training and parenting education opportunities.
3. Ensure that all efforts are made to offer fair and competitive wages for early childhood care and education professionals according to levels of training.

KEY FACTOR

Efficient & effective use of resources

Sharing resources to coordinate and deliver training results in more efficient and effective use of the limited resources available.

SUGGESTIONS

1. Complete a statewide assessment of training needs to identify gaps and overlaps to assist in planning for effective use of existing funds and other resources.
2. Develop and disseminate a resource packet that identifies existing and potential funds available for training and professional development relevant for early childhood care and education professionals.
3. Identify or create networks to coordinate training and other professional development activities across the state.

KEY FACTOR

Community, business & education support

Financial and inkind support from communities, businesses, schools, and higher education institutions increases recognition and opportunities for early childhood professional development and parenting education.

SUGGESTIONS

1. Establish resources and networks to promote and support community/business/early childhood partnerships and provide incentives to collaborate in training and other professional development opportunities.
   A. Compile a packet of information to be used in seeking funds and other resources to support for professional development, such as information on early childhood training needs assessment, the positive impact of professional development on the quality of programs, benefits of and strategies for collaboration within communities.

B. Gather, maintain, and disseminate information about existing collaborative efforts that support professional development to serve as examples and resources for interested groups.

2. Contact businesses and community leaders to share and discuss information to raise awareness of the value of investing in early childhood training efforts to benefit their communities.

3. Conduct a statewide campaign to advocate for early childhood professional development efforts and to seek community, business, and education support.

KEY FACTOR

Equitable wages

If wages are linked to levels of training in the field of early childhood, they will become more equitable with wages connected to similar levels of training in other fields.

SUGGESTIONS

1. Conduct public awareness activities to promote understanding of the value of training and appropriate wages for improving quality in early childhood programs.

2. Conduct activities to promote employer participation through financial or inkind support in the development of a quality community-wide early childhood care and education system that encourages professional development.

3. Collect and maintain ongoing information to build on data gathered in the 1992 salary study, *Survey on Compensation in Nebraska Early Care and Education Systems*, Nebraska Department of Education.

4. Develop a structure based on credentials and job positions to establish recommended guidelines for ranges of wages and/or salaries for early childhood care and education professionals.

   A. Identify existing credentials recognized in the field.

   B. Study and identify or develop credentials as qualifications for specific positions of responsibility such as teacher, teacher assistant, and director.

5. Identify and/or establish incentives, such as scholarships and stipends, for participation in training offered for credit or counting toward credentials.

6. Establish higher levels of reimbursement with child care subsidy monies for programs that are accredited and/or have staff with higher levels of training.

Priority Action 5: Improve public relations

KEY FACTOR

Improve public relations

Public awareness efforts are needed to share information with parents and families, policymakers, and the community at large to recognize the significant impact of staff training on the quality of programs for young children. The level of training positively influences the teacher/caregiver relationship with children, and can also influence the satisfaction of staff which encourages them to remain in the work setting. Benefits to children are significantly increased when they experience this stability of relationship with adults in their lives.

To improve public relations, early childhood care and education trainers, programs, and staff can promote professional development through making resources of information available, generating public interest, advocating for support, giving recognition to training and high quality programs, and encouraging community partnerships. Public support is needed to ensure that professional development resources are adequate.

KEY FACTOR

Access to information

Accessible information and materials are needed for use in public relations efforts to gain support for professional development and high quality early childhood programs.

SUGGESTIONS

1. Develop resource packets to assist in information sharing, advocacy, and recognition efforts related to early childhood professional development and quality programs.
   - A. Develop a general information packet to be used with policymakers, media representatives, and other interested groups to identify the importance of quality programs and professional development.
   - B. Develop information to guide employers/businesses in supporting employees in selecting quality child care that has well-qualified staff and supports ongoing training opportunities.
   - C. Gather resource packets and information to address *Priority Actions* to coordinate use in public relations efforts.
   - D. Disseminate information about training and quality programs on the Early Childhood Training Center's internet home page.
   - E. Provide information regarding local, state, and national public awareness efforts.
2. Collect information about and monitor participation in training opportunities provided at the state and local levels, using statistics and other information from the Early Childhood Training Center, the Regional Training Projects, and the Early Childhood Training Registry process.

3. Develop information resources, such as print and video materials, that provide guidance to families in selecting early childhood care and education programs with well-trained staff.
4. Collect and disseminate testimonials from caregivers/teachers that describe how they value ongoing training and educational experiences.
5. Identify state and local examples of employers that support well-qualified staff for early childhood programs and services.

KEY FACTOR
Advocacy

Early childhood professionals, administrators, parents, communities, and businesses need to advocate for use of public and private resources and support to ensure that training and other professional development opportunities are accessible to early childhood professionals.

SUGGESTIONS

1. Establish legislative appropriation to financially support quality programs, including designation of a portion of funds to enhance quality through training.
   A. Develop and disseminate an information packet (including testimonials, evaluation findings, statistics of need, etc.) that describes aspects of quality and the relationship of training to high quality programs.
   B. Conduct activities to involve consumers of early childhood services in communicating with policymakers and community leaders.
   C. Develop ways to act collectively to increase advocacy power, such as using speedy communication to networks of people through conference calls, e-mail, and fax.
   D. Develop a process to assist consumers of early childhood services and early childhood professionals in understanding the legislative process.
   E. Organize activities to escort legislators, community and business leaders to a variety of early childhood programs that value and support professional development for their staff.
   F. Seek advice and assistance from persons and groups who influenced passage of early intervention legislation in order to build on their efforts and success.
2. Contact business leaders and employers who currently support training for those who work in home-, center-, and school-based programs to seek their help in encouraging others to support professional development efforts across the state.

KEY FACTOR

Public recognition

Recognition of training and quality programs in a variety of ways helps to inform the public and generate support for professional development for those who work with young children and their families.

SUGGESTIONS

1. Provide information tools and resources to promote recognition of quality programs and training at the local level.
   - A. Develop a collection of strategies that might be used for recognition of programs and efforts that promote professional development activities.
   - B. Work with professional organizations, such as the Nebraska Association for the Education of Young Children (NeAEYC), Nebraska Family Child Care Association (NFCCA), and Nebraska Head Start Association to establish ways to recognize quality early childhood efforts at the local and state levels.
   - C. Develop ways to share ideas statewide about what local groups are doing to promote and support professional development.
   - D. Showcase statewide training projects, such as mentor, management and parenting education projects, and child care conferences.
   - E. Explore and develop ways to highlight accreditation and program recognition efforts.

KEY FACTOR

Community partnerships

Partnerships among early childhood programs, schools, businesses, and other groups within communities increase support for quality programs across settings in the community and for professional development for all who work with young children and their families.

SUGGESTIONS

1. Develop partnerships within communities and regions to collaborate in sharing resources and coordinating efforts to deliver training and promote early childhood professional development.
2. Include early childhood training and services as part of community plans and investments.
3. Conduct activities to promote regional training projects and awareness about the value of training to early childhood professionals in home-, center-, and school-based programs to parents and others in the community.
4. Invite families to participate in early childhood training activities, such as child care conferences and regional training project activities.

Planning and Reporting

Using the Planning and Report Forms

Planning and Report Forms (see Attachments) are designed to assist in developing plans and sharing information about professional development activities. As *Key Factors* and *Suggestions* are considered, *Planning and Report Forms* can be used to write activities or efforts in process and/or new ideas and plans for activities that are responsive to the *Nebraska Framework*. Using the format provided, the forms will help organize information in ways that identify how activities contribute to the framework for building a system for professional development. Reviewing information for using the *Nebraska Framework* may give some ideas for getting started. Note that each *Priority Action* area has a separate page for planning and reporting. Make as many copies of the *Planning and Report Forms* as needed.

Reporting Information

When the *Nebraska Framework* is used for planning and recording activities that help to prepare, support, and recognize the early childhood workforce, the completed forms provide a valuable source of information about what is happening in responding to professional development needs in Nebraska. Information is needed from individuals, professional organizations, agencies, programs, schools, higher education institutions, community groups and others across the state who are involved in professional development. Having this information collected in a centralized location will create an additional resource to share with interested groups as well as provide a record of activities to identify current activities and progress toward achieving an effective, coordinated system.

Completed forms may be sent to the address on the forms so that information can be compiled and made available. To request information, contact:

Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509
Telephone 402-471-0951
Fax 402-471-0117
E-mail marcia_c@nde4.nde.state.ne.us

Professional Development Framework Support Team

The Framework Support Team will assist in coordinating information and ongoing activities of the *Nebraska Framework* effort. The team consists of early childhood professionals representing early childhood programs, higher education, professional organizations, advisory committees, educational service units, Department of Health and Human Services, Early Childhood Training Center, and Department of Education.

Professional Development Support Team

Alicia Baillie
Southeast Community College
8800 O Street
Lincoln, NE 68520
Bus 402-437-2455
Fax 402-437-2404

Mary Bargen
Early Intervention 15–McCook
Exceptional Family Resource Center
1301 East F Street
PO Box 222
McCook, NE 69001
Bus 308-345-2609
Fax 308-345-2527
E-mail mbargen@esu15.esu15.k12.ne.us

Sue Beebe
McCook Head Start Center
901 West E Street
PO Box 723
McCook, NE 69001
Bus 308-345-2246
Fax 308-345-2527

Jo Anne Begley
PO Box 393
Morrill, NE 69358
Bus 308-247-2833

Lorrie Benson
Association of Nebraska Community Action Agencies
605 South 14 Street, Suite 412
Lincoln, NE 68508
Bus 402-471-3714
Fax 402-471-3481
E-mail lbenson@ancaa.state.ne.us

Diane Bishop
NE Health & Human Services
1050 N Street, Suite 250
Lincoln, NE 68508
Bus 402-471-9193
Fax 402-471-5144

Lynette Block
ESU 6
210 5 Street, PO Box 748
Milford, NE 68405
Bus 402-761-3341
Fax 402-761-3279
block@esu6.es6.k12.ne.us

Judith Brant
Dodge County Head Start
PO Box 244
Fremont, NE 68026
Bus 402-721-9022
Fax 402-721-0504

Lauralee Bucher
SENCA Head Start
PO Box 646
618 1/2 3rd Street
Humboldt, NE 68376
Bus 402-862-2411
Fax 402-862-2428
E-mail senca_hs@navix.net

Nancy Carley
NE Health & Human Services
North Central District
148 West 4 Street
Ainsworth, NE 69210
Bus 402-387-2523

Melanie Carlson
NE Health & Human Services
PO Box 95044
Lincoln, NE 68509
Bus 402-471-9152
Fax 402-471-9455
e-mail dss0626@vmhost.cdp.state.ne.us

Mary Carstens
Mid Nebraska Community Services
PO Box 2288
Kearney, NE 68848
Bus 308-865-5694
Fax 308-865-5333
E-mail mc62505@navix.net

Phyllis Chandler
Family Service of Omaha
2101 South 42 Street
Omaha, NE 68105
Bus 402-552-7428
Fax 402-553-3133

Marcia Corr
NE Department of Education
Early Childhood Care & Education
301 Centennial Mall South
PO Box 94987
Lincoln, NE 68509
Bus 402-471-0951
Fax 402-471-0117
E-mail marcia_c@nde4.nde.state.ne.us

Pam Dolberg
NeAEYC
6510 Sundance Court
Lincoln, NE 68512
Bus 402-423-6219
Fax 402-441-6466
E-mail pdolberg@juno.com

Mary Drew
Carl A Swanson Elementary School
8601 Harney
Omaha, NE 68114-4606
Bus 402-390-6485
Fax 402-390-2159
E-mail mary_drew@internet.esu3.k12.ne.us

Judy Dughman
Early Childhood Training Center
6949 South 110 Street
Omaha, NE 68128
Bus 402-597-4823
Fax 402-597-4828
E-mail jdughman@esu3.esu3.k12.ne.us

Carolyn Edwards
University of Nebraska–Lincoln
Family & Consumer Sciences
123 Home Economics Bldg
Lincoln, NE 68583
Bus 402-472-1673
Fax 402-472-3127
E-mail cpe@unlinfo.unl.edu

Harriet Egertson
NE Department of Education
Early Childhood Care & Education
301 Centennial Mall South
PO Box 94987
Lincoln, NE 68509
Bus 402-471-6518
Fax 402-471-0117
E-mail egertson@nde4.nde.state.ne.us

Rita Eichelberger
Goldenrod Hills Community Service
PO Box 280
Wisner, NE 68791
Bus 402-529-3513
Fax 402-529-6125
E-mail reichel@gpcom.net

Jeanene Dodge
Hastings College
PO Box 269
Hastings, NE 68901
Business (402)461-7307 Fax (402)461-7480
E-Mail: jdodge@hastings.edu

Tyler Esch
McCook Community College
1205 East 3 Street
McCook, NE 69001
Bus 308-345-6303
Fax 308-345-3305
E-mail tesch@mcc.mccook.cc.ne.us

Linda Esterling
5555 A Street
Lincoln, NE 68510
Bus 402-488-0573
Fax 402-488-2788
E-mail lindaes@pipeline.com

Maria Farrell
NE Health & Human Services
1101 South 42 Street
Omaha, NE 68105
Bus 402-595-3342
Fax 402-595-2716

Carol Fichter
Early Childhood Training Center
6949 South 110 Street
Omaha, NE 68128
Bus 402-597-4822
Fax 402-597-4828
E-mail cfichter@esu3.esu3.k12.ne.us

Barb Flaherty
University of Nebraska–Kearney
Founders Hall
905 West 25 Street
Kearney, NE 68849
Bus 308-865-8588
E-mail flahertyb@platte.unk.edu

Jackie Florendo
Blue River Family Center
325 East 9, Suite 2
Crete, NE 68333
Bus 402-826-4216
Fax 402-826-5218

Rebecca Fox
Early Childhood Training Center
6949 South 110 Street
Omaha, NE 68128
Bus 402-597-4827
Fax 402-597-4828
E-mail rebecca_fox@internet.esu3.k12.ne.us

Bev Frese
Wisner Head Start Program
PO Box 280
Wisner, NE 68791
Bus 402-529-3513
Fax 402-529-6125
E-mail whsfrese@gpcom.net

Lynette Gibbs
NE Family Child Care Association
6001 Duxhall Court
Lincoln, NE 68516
Bus 402-421-8462

Penny Gildea
Early Childhood Training Center
6949 South 110 Street
Omaha, NE 68128
Bus 492-597-4824
Fax 402-597-4828
E-mail pgildea@esu3.esu3.k12.ne.us

LeEtta Grabowski
Family Service
501 South 7 Street
Lincoln, NE 68508
Bus 402-441-7949
E-mail LeEtta@aol.com

Kathy Halverson
Metropolitan Community College
PO Box 3777
Omaha, NE 68103
Bus 402-457-2282
Fax 402-457-2611
E-mail khalverson@metropo.mccneb.edu

Joyce Lee Hanneman
Family Service
2101 South 42 Street
Omaha, NE 68105
Bus 402-553-3000
Fax 402-552-7444

Jeanine Huntoon
Nebraska Good Beginnings
1432 N Street
Lincoln, NE 68508
Bus 402-434-3493
Fax 402-434-3491
E-mail ngb@binary.net

LeAnn Johnson
Family Service
501 South 7 Street
Lincoln, NE 68508
Bus 402-441-7949
Fax 402-441-6466
E-mail eblaj@aol.com

Diane Kvasnicka
NE Health & Human Services
301 Centennial Mall South
PO Box 95044
Lincoln, NE 68509
Bus 402-471-9205
Fax 402-471-9455
E-mail dss0661@vmhost.cdp.state.ne.us

Kim Madsen
Chadron State College
Burkhiser Technology Complex
1000 Main Street
Chadron, NE 69337
Bus 308-432-6365
Fax 308-432-6369
E-mail kmadsen@csc1.css.edu

Charlene Mahnke
Panhandle Community Services
3350 N 10 Street
Gering, NE 69341
Bus 308-635-3089
Fax 308-635-0264
E-mail hscentrl@prairieweb.com

Linda Meyers
NE Department of Education
Early Childhood Care & Education
PO Box 94987
Lincoln, NE 68509
Bus 402-471-2980
Fax 402-471-0117
E-mail linda_m@nde4.nde.state.ne.us

Leanna Michaels
Providers Network Food Program
3940 Cornhusker #500
Lincoln, NE 68502
Bus 402-464-4335
Fax 402-464-4647
E-mail providers@juno.com

Richard Nation
Blue Valley Community Action
PO Box 273
Fairbury, NE 68352
Bus 402-729-2278
Fax 402-729-2801
E-mail hs14643@navix.net

Suzan Obermiller
Central NE Community Service
PO Box 509
Loup City, NE 68853
Bus 308-745-0780
Fax 308-745-0824
E-mail cncshs@micord.com

Sandra Peterson
ESU 3
6949 South 110 Street
Omaha, NE 68128
Bus 402-597-4934
Fax 402-597-4811
E-mail speterso@esu3.esu3.k12.ne.us

Cristy Phillips
509 South Vine
North Platte, NE 69101
Bus 308-534-9652

Lois Polhemus
Mid NE Community Service
PO Box 2288
Kearney, NE 68848
Bus 308-865-5690
Fax 308-865-5684
E-mail lpolhemu@genie.esu10.k12.ne.us

Trish Ratkovech
Ne Diagnostic Resource Center
1910 Meridian Avenue
Cozad, NE 69130
Bus 308-784-4525
Fax 308-781-4529

Deb Ross
Head Start Child & Family Dev Corp
950 South Burlington
Hastings, NE 68901
Bus 402-462-4187
Fax 402-462-4568
E-mail dross@esu9.k12.ne.us

Asha Saini
University of NE-Kearney
2134 Founders Hall
Kearney, NE 68847
Bus 308-865-8371
E-mail sainia@platte.unk.edu

Toni Santmire
University of Nebraska–Lincoln
225 Bancroft Hall
Lincoln, NE 68588
Bus 402-472-3283
E-mail santmire@unlinfo.unl.edu

Jane Schaefer
Family Resource Center Coalition of Nebraska
6949 South 110 Street
Omaha, NE 68128
Bus 402-597-4831
Fax 402-597-4828
E-mail jane_schaefer@internet.esu3.k12.ne.us

Eleanor Shirley-Kirkland
NE Department of Education
Early Childhood Care & Education
301 Centennial Mall South
Lincoln, NE 68509
Bus 402-471-3501
Fax 402-471-0117
E-mail kirkland@nde4.nde.state.ne.us

Ken Smith
University of Nebraska–Omaha
Department of Teacher Education
Kayser Hall 514
Omaha, NE 68182
Bus 402-554-3306
Fax 402-554-3491
E-mail ksmith@cwis.unomaha.edu

Lola Speirs
NW NE Community Action Agency
270 Pine Street
Chadron, NE 69337
Bus 308-432-5018
Fax 308-432-5799
E-mail hstart@prairieweb.com

Patricia Steffens
Cooperative Extension Office
RR 4 Box 46A
North Platte, NE 69101
Bus 308-532-3611
E-mail psteffens@unl.edu

Deila Steiner
Lincoln Public Schools
5901 O Street
PO Box 82889
Lincoln, NE 68510
Bus 402-436-1989
Fax 402-436-1929
Bus 402-436-1994
E-mail dsteiner@lps.esu18.k12.ne.us

Susan Strahm
PO Box 115
Pender, NE 68047
Bus 402-846-5656
Fax 402-846-5775

Jan Thelen
NE Department of Education
301 Centennial Mall South
PO Box 94987
Lincoln, NE 68509
Bus 402-471-4319
Fax 402-471-0117
E-mail jan_t@nde4.nde.state.ne.us

Sharyn Thomas
Northeast Community College
PO Box 469
Norfolk, NE 68701
Bus 402-644-0611

Paula Thompson
Central NE Community Services
PO Box 509
Loup City, NE 68875
Bus 308-745-0780
Fax 308-745-8024
E-mail cncstp@micrord.com

Rene Tiedt
NE Health & Human Services
Box 401
Beatrice, NE 68310
Bus 402-223-6071
Fax 402-223-6055
E-mail dss0741@vmhost.cdp.state.ne.us

Jeanne Webb
Central Community College
PO Box 4903
Grand Island, NE 68802
Bus 308-389-6476
Fax 308-389-6398
E-mail webgfcs@ccadm.gi.cccneb.edu

Judy Weber
University of Nebraska–Lincoln
Cooperative Extension Fillmore County
972 G Street
Geneva, NE 68361
Bus 402-759-3712
Fax 402-759-3449
E-mail cnty4342@unimv.unl.edu

Steve Wilson
Centura Elementary School
PO Box 430
201 North NE Highway
Cairo, NE 68824
Bus 308-485-4465
Fax 308-485-4780
E-mail swilson@genie.esu10.k12.ne.us

Best Practices in Early Care and Education

Family-Centered looks like . . .

- Staff honoring family strengths, values, diversity and needs
- Teacher-child-parent partnerships
- Parents having choices regarding how their children's needs will be met
- Programs and services are easily accessible to families
- Support for communication through language and cultural traditions of children's families
- Parents are involved in children's programs in a variety of ways

High Quality looks like . . .

- Staff with knowledge in child development with equitable compensation and engaged in ongoing training
- Children involved in active learning in a safe, yet challenging, child-centered environment
- Low staff-child ratios and small group sizes
- Staff with flexibility to be responsive to individual needs, interests, and strengths of children and families
- Culturally and developmentally appropriate integrated curriculum and assessment to promote children's social, emotional, physical, cognitive and language development
- Children making choices with an environment that sustains internal motivation for ongoing learning

Comprehensive looks like . . .

- Integration of programming to meet children's social, emotional, physical, cognitive and language needs
- Staff and program flexibility to meet the needs of children and families
- Coordination of services needed by children and families
- Use of community resources to support programs
- Combinations of programs and services
- Systems for communication among those who serve children and families
- Staff with training and knowledge in child development to meet children's needs in all developmental domains
- Training open to staff across disciplines and agencies serving children and families

Inclusive looks like . . .

- Integrated groups of children with diverse backgrounds and characteristics
- Enrollment that is open to all children
- Programming based on strengths and diversity of children and families, recognizing that each child brings a unique background of knowledge and experiences
- Staff promoting cultural competence; honoring values, practices, and beliefs of families
- Staff accepting and encouraging diverse representation of knowledge
- Anti-bias, multicultural, nonsexist programming
- Children with special needs are respected and included
- Staff facilitating children in communicating effectively through their language and cultural traditions

Equitable looks like . . .

- Staff acknowledging that all children learn
- Inclusive practices with respect to cultural, linguistic, and developmental diversity
- A wide range of opportunities for all children and families
- Flexibility in meeting the needs of children and families
- Availability of quality programs for all children
- Staff facilitating cultural competence with respect to race, ethnic background, and religious influence
- Staff with training in anti-bias practices
- Staff wages that are comparable to other positions
- Uniqueness is respected and celebrated!

Coordinated looks like . . .

- Policies and practices that are consistent and compatible for children and families across services and programs
- Interdisciplinary collaboration
- Communication within and among services and programs for children and families
- Family-centered approach and attitude to facilitate connection with services
- Integrated, accessible services for children and families
- Efficient use of public resources

Developed by participants in the 1994 working conference
Preparing the Early Care and Education Force
Needs • Issues • Actions

Priority Action 1 • Expand Training Delivery

Use this form for planning and/or reporting activities that address key factors and suggestions identified in the Nebraska Framework for Early Childhood Professional Development. Provide information about activities in which you or your group are directly involved.

Date form completed _____

Name of group or individual this information represents: _____

Name, telephone and e-mail of person(s) to contact for more information: _____

_____

	Motivation	Accessibility	Variety	Effectiveness	Support for trainers	Leadership development
	Please note the year(s) of activities / accomplishments / plans					
Progress to Date / Accomplishments						
Plans for Future						
Notes / What We Have Learned						

Please return this completed form to: Early Childhood Care and Education, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509.
Telephone 402 • 471 • 0951. Fax 402 • 471 • 0117. E-mail Marcia_c@nde4.nde.state.ne.us.

Priority Action 2 • Support Standards

Use this form for planning and/or reporting activities that address key factors and suggestions identified in the Nebraska Framework for Early Childhood Professional Development. Provide information about activities in which you or your group are directly involved.

Date form completed _____

Name of group or individual this information represents: _____

Name, telephone and e-mail of person(s) to contact for more information: _____

	Knowledge base	Credentialing	Articulation	Accreditation
		Please note the year(s) of activities / accomplishments / plans		
Progress to Date / Accomplishments				
Plans for Future				
Notes / What We Have Learned				

Please return this completed form to: Early Childhood Care and Education, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509.
Telephone 402 • 471 • 0951 Fax 402 • 471 • 0117 E-mail Marcia .c@nde4 nde state ne us.

Priority Action 3 • Increase Collaboration

Use this form for planning and/or reporting activities that address key factors and suggestions identified in the Nebraska Framework for Early Childhood Professional Development. Provide information about activities in which you or your group are directly involved.

Date form completed _____

Name of group or individual this information represents: _____

Name, telephone and e-mail of person(s) to contact for more information: _____

	Collaborative training	Collaborative systems
	Please note the year(s) of activities / accomplishments / plans	
Progress to Date / Accomplishments		
Plans for Future		
Notes / What We Have Learned		

Please return this completed form to: Early Childhood Care and Education, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509
Telephone 402 • 471 • 0951 Fax 402 • 471 • 0117 E-mail Marcia_c@nde4.nde.state.ne.us

Priority Action 4 • Maximize Funding

Use this form for planning and/or reporting activities that address key factors and suggestions identified in the Nebraska Framework for Early Childhood Professional Development. Provide information about activities in which you or your group are directly involved.

Date form completed _____

Name of group or individual this information represents: _____

Name, telephone and e-mail of person(s) to contact for more information: _____

	Efficient and effective use of resources	**Community, business and education support**
	Please note the year(s) of activities / accomplishments / plans	
Progress to Date / Accomplishments		
Plans for Future		
Notes / What We Have Learned		

Please return this completed form to: Early Childhood Care and Education, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509
Telephone 402 • 471 • 0951 Fax 402 • 471 • 0117 E-mail Marcia.c@nde4.nde.state.ne.us

Priority Action 5 • Improve Public Relations

Use this form for planning and/or reporting activities that address key factors and suggestions identified in the Nebraska Framework for Early Childhood Professional Development. Provide information about activities in which you or your group are directly involved.

Date form completed _____

Name of group or individual this information represents: _____

Name, telephone and e-mail of person(s) to contact for more information: _____

	Access to Information	Advocacy	Public recognition	Community partnerships
	Please note the year(s) of activities / accomplishments / plans			
Progress to Date / Accomplishments				
Plans for Future				
Notes / What We Have Learned				

Please return this completed form to: Early Childhood Care and Education, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509
Telephone 402 • 471 • 0951 Fax 402 • 471 • 0117 E-mail Marcia c●nde4 nde state ne us

Nebraska Department of Education
Early Childhood Care and Education
301 Centennial Mall South
PO Box 94987
Lincoln, NE 68509